

TOWHEED IRANIAN SCHOOL (T.I.S)
ACADEMIC HONESTY POLICY

*ACADEMIC
HONESTY
POLICY*

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.”(Diploma Programme. Academic Honesty, 2001)

Introduction

Towheed Iranian School (T.I.S) considers Academic honesty an integral part of its core values and principles that is supported by our schools' Vision and Mission. Moreover, T.I.S believes in supporting measures and practices related to academic honesty and we place a significant value on honesty that ranges from personal actions to work submitted for assessment. This policy is based on the goals of the IB Learner Profile and guided by the " IB Diploma programme , Academic honesty, guidance for schools ". As a consequence, all members of the community need to be aware that T.I.S treats academic dishonesty as a highly serious issue.

The successful implementation of the IB learner profile at T.I.S. helps our students to:

- acquire the skills necessary to conduct inquiry and research and show independence in learning.
- explore concepts, ideas and issues that have local and global significance.
- exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
- act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
- show empathy, compassion and respect towards the needs and feelings of others.
- approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
- understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- give thoughtful consideration to their own learning and experience.(IB Diploma Programme. Academic Honesty.2011)

T.I.S Academic Honesty Policy

T.I.S Academic Honesty policy has been established to support IB Diploma Program regulations. All the Towheed Iranian School community are committed to the academic honesty and spread it in all the aspects of education and research . We introduce the students with the concept of citing and acknowledgment in an informal way in the primary level but they will learn and practice through their school life . In grade 10 the students will be thought about all the aspects of academic honesty and different citing and referencing styles . Students enrolling in the Diploma Programme their legal guardians will be handed a copy of our policy and an explanation of its contents in English and Persian languages. Moreover, Teachers and students and parents must be aware of the policy guidelines and the resultant consequences of malpractice. **Students and parents/legal guardians have to sign a document in English and Persian languages acknowledging their awareness of the policy and the consequences of breaching the regulations.**

In cases where an IB Diploma Program candidate (including both anticipated and retake candidates) or Diploma Program courses candidate, does not show academic honesty, the actions of that candidate may constitute malpractice, which is a breach of the General regulations (IB Diploma Program. Academic Honesty. 2011).

Among the concepts that are related to academic honesty are the following: authenticity of work, intellectual property, and proper conduct during examinations.

Authenticity of Work

The IBO defines authenticity of work as “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged” (IB Diploma Program. Academic Honesty. 2007).

Therefore, it is highly stressed that all assignments whether written or oral completed by a student for assessment, must entirely and authentically use the student's own language and expression. Where sources are used or referred to, whether in written or oral assessments, they must be fully acknowledged.

Students must reference the use of the following:

- The work and ideas of the others
- Documented versions of another person's words
- Electronic media and internet
- Sources of hard and soft copies such as photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Direct quotations
- Art works which may include: film, theatre arts, visual arts (IB Diploma Programme. Academic Honesty Policy. 2007).

Thus, students are expected to come up with authentic pieces of work for assessment in all subjects at all times complying with the proper referencing procedures.

Other issue to focus on is the validity of data – predominantly in the science subjects. Data must not be fabricated or manipulated.

Intellectual Property

It is highly important that students understand that all forms of intellectual and creative expression such as patents, registered designs, trademarks and copyright are protected by national and international laws. T.I.S students should develop the habit of respecting the several forms of intellectual property in order to avoid plagiarism. The staff should provide sufficient guidance and instruction for students on what makes plagiarism and how it can be avoided.

Proper Conduct During Examinations

Students will acknowledge T.I.S proper conduct procedures before their scheduled examinations and follow the school policy during exams. A list of malpractice situations can be found later in this guide.

Malpractice

According to IBO definition , malpractice is “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.” Malpractice includes:

- Intentional plagiarism: representing the ideas or work of another person as the candidate’s own
- Unintentional plagiarism: careless paraphrasing or citing where misleading credit is given
- collusion: supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- duplication of work: presenting the same work for different assessment components and/or diploma requirements
- other misconduct : any behavior which provides an unfair advantage (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) (IB Diploma Programme. Academic Honesty. 2007).

Malpractice most commonly involves plagiarism or collusion. IBO Diploma Programme document obviously shows what we at T.I.S consider as forms of plagiarism.

Malpractice may be committed by staff as well. Among the examples of malpractice committed by teachers and staff are the following:

- the unauthorized rescheduling of an examination,
- failing to keep the examination papers secure prior to an examination,
- opening examination paper packets prior to an examination,
- providing a candidate with undue assistance in the production of any work,
- leaving a candidate unsupervised during an examination,
- allowing additional time in examinations
- releasing an examination paper, or disclosing information about the content of a paper within 24 hours after the examination (Diploma Programme. Academic Honesty. 2007).

Examples of Malpractice during Examinations

Misconduct during examination sessions could include, but are not limited to the following:

- taking unauthorized material into an exam room. For example, an electronic device other than a permitted calculator, own rough paper, notes and a mobile phone
- misconduct during an exam such as disrupting the examination or distracting another candidate
- supporting, or attempting to support, the passing on of exam related information
- copying the work of another candidate
- failing to comply with the instructions of the school's staff conducting the exam
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an exam
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination (IB Diploma Programme. Academic Honesty. 2011).

Avoiding Malpractice

1. Avoiding Plagiarism

Individual subject teachers will discuss academic honesty in the context of their own subject areas as seen by the guidelines of the Academic Honesty Policy.

Students must acknowledge the following:

- Sources for all verbatim quotations of two or more consecutive words.
- Sources from which they
 - paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common knowledge but which students think their reader might still find unfamiliar
- Sources for materials that students might not normally consider as "texts" because they are not written.
- Sources that add relevant information to the particular topic or argument of students' work. If in doubt about whether or not to cite a source, cite ("Sources - Their Use and Acknowledgement" 2001).
- As the IB states in the Academic Honesty Policy document that: "Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals. "
- The issue of plagiarism is not confined to groups 1 to 5 of the Diploma Programme. In general, copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.
- Copying text is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee it is apparent that many candidates are not aware of when or how to acknowledge sources. Occasionally, a candidate may copy one or two sentences from a book, journal or Web site without showing it is a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice. (IB Diploma Programme. Academic Honesty. 2011).

NOTE: The IBO randomly checks candidates' work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com

2. Collusion versus Collaboration

In cases where assessments require students to work in groups, all members of the group are expected to participate in an equal and fair manner. Group activities might include discussion, meeting face to face, blogs, chat room conversations, etc.

The rules that apply to group work are summarized in following table:

Permissible	Not Permissible
Discussion with other students around issues arising from the work to be assessed.	Allowing a member or members of the group to write any part of your assessment piece.
Discussion with other students regarding ways to address issues arising from the work to be assessed.	Allowing a member or members of the group to write any part of another member's assessment piece.
Sharing of location and sources of information relevant to the assessment.	Giving a copy of one student's work with respect to that assessment to any other student within the group.

(IB Diploma Programme. Academic Honesty. 2011)

According to the IBO, "For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates" (IB Diploma Programme. Academic Honesty. 2011).

3. Citing and Acknowledging Sources

All the Towheed Iranian School community are committed to the academic honesty and spread it in all the aspects of education and research . We introduce the students with the concept of citing and acknowledgment in an informal way in the primary level but they will learn and practice trough their school life . In grade 10 the students will be thought about all the aspects of academic honest and different citing and referencing styles . Students enrolling in the

Diploma Programme will be provided access to reference materials and resources. When individual subjects/teachers have their own specific rules, subject teachers will provide students with the necessary guidelines.

Examples of conventions for citing and acknowledging

At the end of each assignment a list of all the sources should be provided. The list should consist of full and accurate details, by means of which the sources can be traced. It is important to remember that:

- an entry must consist of author(s), date of publication (full date for daily and weekly publications, year only for others), title details, publisher details;
- entries must be in alphabetical order of surname;
- titles of books and journals should be in italics (or underlined where italic font is not available);
- titles of books and journals should be in Title Case (all important words have a capitalized initial letter);
- titles of articles or chapter headings should be in Sentence Case (only the first word or proper nouns should have a capitalized initial letter)
- book title must include edition (other than first) and any other details given on the title page, e.g. series translator, original title;
- journal title must include volume number and page numbers of article.

4. Knowing Examination and Internal Assessment Procedures and Guidelines

The key to avoiding malpractice during examination sessions, and with Internal Assessment, CAS and EE is to be familiar with the rules, regulations and requirements of the assessed work. Both the teachers and the IB Coordinator will review these at key times during the two year program.

Roles and Responsibilities

1. Head of T.I.S and/ Principal

The Head or Principal must ensure that all candidates:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination)
- know the consequences of being found guilty of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice
- Establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty. It is assumed that part of this responsibility will be delegated to the coordinator and teachers.

2. Teachers

- It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate and complying with academic honesty policy.
- Provide students with instructions on how to use ethical research practices
- Provide instruction and guidelines on academic writing and reference styles required in each subject
- Provide students with consistent advice and feedback in the drafting process of assessed work as permitted within the guidelines of the IBO
- Support and comply with the school's Academic Honesty Policy
- Assist in the detection of instances of plagiarism

- Provide clear guidelines on the procedures of conducting and assessing group work with emphasis on the difference between collaboration and collusion.

3. School librarians

- give students instructions for research paper writing methods
- guidelines on reading and writing skills, good academic practice
- ways of locating, evaluating and using information effectively without committing malpractice.

4. Candidates

- Ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.
- Comply with Academic Honesty guidelines in written and oral assignments and in the examination sessions.
- Seek advice from his or her teachers and/or librarian for clarification on matters related to Academic Honesty (e.g. citing sources) (IB Diploma Programme. Academic Honesty Policy. 2011).

5. Examiners

- The principal responsibility of an examiner is to mark (or moderate) the work of candidates against prescribed assessment criteria or a mark scheme.
- It is not the role of examiners to search for plagiarism, collusion or any other form of malpractice.
- Examiners are expected to be vigilant and report to the IB any cases where there is evidence to support an allegation of malpractice.
- Senior examiners may be asked to write reports on work submitted for assessment that shows evidence of malpractice.

6. Parents and legal guardians

- Students' parents / legal guardians are expected to promote good academic practice and standards.
- Parental/legal guardian support is considered a very significant factor in ensuring academic honesty.

Investigation of Malpractices

Students are responsible for ensuring that their submitted work for assessment is authentic. Upon submission, the subject teacher will review the work. The following list outlines the possible procedure should a suspicion of malpractice occur:

Procedure of Investigation Initiated by the School

- The teacher will notify the IB Coordinator if malpractice is suspected and any suspicion of malpractice will be kept confidential.
- the teacher will investigate the matter with the student(s) involved,
- The teacher and IB Coordinator will determine if malpractice has taken place based on information an investigation.
- The IB Coordinator will inform the parents/legal guardians of the process. If evidence of malpractice is confirmed, the student and parents/Legal guardians will be notified of the consequences.
- Should parents /legal guardians wish to appeal, the matter will be referred to the Academic Integrity Committee (IB Diploma Programme. Academic Honesty Policy. 2011).

Any incident of malpractice may instantly be referred to the Academic honesty Committee if:

- the student denies the charge of malpractice,
- several students are involved in the incident, and the teacher is incapable of thoroughly investigating the matter,
- other criteria.

Penalties of Malpractice

Any work suspected not to be authentic will not be submitted to IBO. In such cases, one of the following courses of action will occur:

Malpractice Identified Before a Submission Date to IBO

If malpractice is identified before a school based due date, the student will have a chance to correct the problem(s) in time to meet the IBO's submission date. If the student does not meet the due date, a failing grade will be given.

Malpractice Identified Internally On or After a Submission Deadline

This situation is likely take place with work set by teachers and not necessarily required by the IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place.

Malpractice Identified Externally by IB Examiners

Examiners will inform the IBCA and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is established.

Penalties applied to students guilty of malpractice

In cases of academically improper conduct, a number of sanctions will be employed:

- academically dishonest work will receive zero as a grade,
- the student whose work has been deemed to be academically dishonest will be obliged to do it again
- the zero will have a serious effect on a semester grade,
- the incident will have a serious effect on the student's behavior grade,
- a formal letter will be placed in a student's file, describing the incident and the decision of the Academic Honesty Committee about the disciplinary consequences,
- in cases when an assignment is submitted to the IBO for assessment, the IB Coordinator will inform the organization that the final work is affected by malpractice,

- Malpractice in the external/Final examination will receive zero as an academic grade and zero on the student's general behavior grade . (Examination Malpractice rules and regulations , I.R of Iran Ministry of Education , 1998)
-
- be in Sentence Case (only the first word or proper nouns should have a capitalized initial letter)
- book title must include edition (other than first) and any other details given on the title page, e.g. series translator, original title;
- journal title must include volume number and page numbers of article.

• **Communication of Academic Honesty Policy**

The Academic Honesty policy will be introduced to the TIS community through multiple pathways including staff meetings, collaborative meetings , PTA meetings . New staff will be familiarized with the document during orientation.

• **Review Process**

The language policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan .

References:

- Academic Honesty guidance for schools , IBO , 2011
- Academic Malpractice Rules and Regulations , I.R of Iran Ministry of Education , 1998
- Diploma programme General Regulations Handbook , IBO , 2012
- Effective Citing and Referencing , IBO , 2014